

4 month reporting date 5/23/07 received 5/22/07
8 month reporting date 9/23/07 received 9/20/07
Closed 9/20/07

Mt. Vernon School District Improvement Plan/Progress Report Form

Principle 2: Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Intervention

Issues requiring immediate attention:

ARSD 24:05:13:02 Free appropriate public education (FAPE)

FAPE includes special education and related which meet the following requirements: 1. Are provided at public expense, under public supervision and direction, and without charge; 2. Meet the standards of the state board in this article and the implementing regulations for Part B of the Individuals with Disabilities Education Act; 3. Include preschool, kindergarten, elementary school and secondary school education in South Dakota; and 4. Are provided in conformity with an individual educational program and the article.

Through a student file review, the monitoring team determined there is a student (#10) identified with a disability that is not being provided special education services in accordance with state requirements. The student was determined eligible for services in developmental delay in October 2006. An IEP was developed; however, all areas of developmental concern were not addressed. Through the file review and staff interview, it was determined that special education services in these areas are not being provided, nor did the parent decline the service.

The district must reconvene the student's IEP committee and complete documentation to provide FAPE to the student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students who are eligible for special education services receive a free appropriate public education.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

The district will ensure all students who are eligible for special education services receive a free appropriate public education.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will reconvene the student's IEP committee and complete the IEP and determine placement for special education or special education and related services.</p> <p>What data will be given to OSE to verify this objective? The district will submit a copy of the student's IEP, which will document the outcome of the meeting to OSE.</p>	As soon as possible and no later than May 1, 2007	Special Education Staff, Director and Principals	Goal Met
Please explain the data (4 month) The student's IEP mtg was reconvened on January 25 th , 2007 A copy of the new IEP was sent to OSE in February.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Assistance

ARSD 24:05:25:04:02. Determination of needed evaluation data

As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall review existing evaluation data on the child, including: evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers.

File reviews completed by the review team indicated parental input into the evaluation process was not documented. District staff document phone calls to parents regarding evaluation; however, parent input into needed evaluation data is not documented.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain parent input and informed consent before assessment are administered to a child as part of an evaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All student evaluations conducted by the district will include documentation of parental input into the planning process.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the agency do to improve? Parental input will be a part of the evaluation process and will be documented by the district. If a parental input form is sent to acquire input and not returned the district will documentation it.</p> <p>What data will be given to OSE to verify this objective? The special education director will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental input into the evaluation process has been obtained. Total number of special education teachers and number of files reviewed along with findings will be reported to OSE.</p>	<p>May 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>Goal Met 9/20/07</p>
<p>Please explain the data (4 month) Due to the lack of initial or re-evaluations during the spring semester administration and staff have decided to address the goals of this principal in the fall of 07-08 school year. All information requested will be sent during the 8 month report.</p>			
<p>Please explain the data (8 month) Two files each from the elementary/early childhood special education teacher, Beth Sampson, and high school special education teacher, Kim Beach that were either an initial or reevaluation were checked by the special education director Pat Mikkonen and the Mid-Central Coop liaison Penny McCormick-Gilles. Parental input into the evaluation process was documented in all four files</p>			
<p>Please explain the data (12 month)</p>			

Principle 4: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Assistance

ARSD 24:05:30:15 Surrogate parents: Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. At a minimum, a district's method for determining whether a child needs a surrogate parent must include the following: (1) The identification of staff members at the district or building level responsible for referring students in need of a surrogate parent; (2) The provision of in-service training on the criteria in this section for determining whether a child needs a surrogate parent; and (3) The establishment of a referral system within the district for the appointment of a surrogate parent. The district superintendent or designee shall appoint surrogate parents. The district shall ensure that a person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents. A district may select as a surrogate a person who is an employee of a nonpublic agency that only provides noneducational care for the child and who meets the conflict of interest and knowledge standards in this section. A person assigned as a surrogate may not be an employee of a public agency that is involved in the education or care of the child. A person who otherwise qualifies to be a surrogate under the provisions of this section is not an employee of the agency solely because the person is paid by the agency to serve as a surrogate parent. The surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of FAPE to the students. The district superintendent or a designee is responsible for reporting to the placement committee on the performance of the surrogate parent.

The district is responsible for the training and certification of surrogate parents and needs to maintain a list of persons who may serve as surrogate parents. Through interview, the monitoring team determined the district has not addressed the issue of surrogate parents.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that a list of persons who may serve as surrogate parents is maintain within the district and that training has occurred.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

All students when determined appropriate will be assigned a surrogate parent to ensure that the rights of a child are protected.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?
 The district will establish a list of persons who may serve as surrogate parents and implement training for persons listed to fulfill this duty.
 What data will be given to OSE to verify this objective?
 The district will submit the name(s) on the surrogate parent list and date which training occurred to OSE.

May 1, 2007

Special Education Staff and Director

Goal Met

Please explain the data (4 month) A list of two names has been generated to identify surrogate parents. Both designees have been given a copy of the surrogate parent manual and both have been trained in their responsibilities as a surrogate parent. The training was conducted on Friday, April 13th by districts and SPED Coop personnel. I have included the names and address of the two people who have agreed to be surrogate parents for the Mount Vernon District.

Please explain the data (8 month)

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Please explain the data (12 month)

Principle 5: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
Needs Assistance

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Each student's individualized education program shall include:

- (1) A statement of the student's Present Levels of Academic Achievement and Functional Performance, including;**
 - a. How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or**
 - b. For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.**

In student file reviews, Present Levels of Academic Achievement and Functional Performance, (PLAAFP) did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews and staff interviews indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of academic achievement and functional performance for students eligible for special education services.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's IEP, Present Levels of Academic Achievement and Functional Performance contains required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Student's IEP, Present Levels of Academic Achievement and Functional Performance (PLAAFP) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? All IEPs will have the required content in the "Present Levels of Academic Achievement and Functional Performance (PLAAFP)". Each special education teacher and or therapist will develop a PLAAFP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to OSE to verify this objective? The district 's special education director will spot check two student IEPs from each special education teacher for PLAAFP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to OSE.</p>	<p>May 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>Goal Met 9/20/07</p>
<p>Please explain the data (4 month) All SPED staff of Mount Vernon were trained in the writing and inclusion of PLAAFP during a training held by SPED Coop staff in Platte on March 23rd, 2007. MV administration and SPED staff will address the goals of this principal in the fall of the 07-08 school year, and required information will be reported in the 8 month report.</p>			

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Please explain the data (8 month)

Two files each from the elementary/early childhood special education teacher, Beth Sampson, and high school special education teacher, Kim Beach were checked by the special education director, Pat Mikkonen and the Mid-Central Coop liaison Penny McCormick-Gilles. The PLAAFP in all four files contained specific skills affected by the student's disability, the strengths and needs in the specific skill, and how the disability affected the student's involvement and progress in the general curriculum. Input from the parent was also documented in all four files.

Please explain the data (12 month)

Principle 5: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03(1) Content of individualized education program (IEP) and
ARSD 24:05:27:13.02 Transition Services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team concluded transition assessments are completed; however, the information collected from a student survey is limited and was not documented in student's present level of academic achievement and functional performance (PLAAFP). The PLAAFP for the transition areas (employment, education or training and independent living) should be based upon the functional assessment information. The PLAAFP lacked the student's strengths, weakness/needs regarding school to secondary activities; therefore, the IEP lacked a coordinated set of transition activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Transition plans for all students who receive special education services will be a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Technical Assistance from the district regional liaison representative will be provided to special education staff on transition procedure for students on an IEP. The technical assistance may be via phone and e-mail.</p> <p>What data will be given to OSE to verify this objective? The district will submit to OSE the date, time and the recipients of the technical assistance.</p>	May 1, 2007	Special Education Staff and Director	Goal Met 9/20/07
<p>Please explain the data (4 month) The goals of this principle have been addressed, by the HS SPED staff attending a full day training that discussed transition services and procedures amongst other relevant information. The training was conducted by SPED Coop staff on March 23rd, 2007 in Platte. Also we have contacted our district liaison rep and she will come in the Fall of 07 to go over transition with our HS SPED staff.</p>			
<p>Please explain the data (8 month) High School special education teacher, Kim Beach attended a transition workshop put on by Bev Perterson, regional transition liaison. Following than, Kim has been in touch with Bev via email with transition questions and concerns. The Mid-Cnetral Special Education Director, Penny McCormick-Gilles has contacted Bev Peterson by phone and verified this information. Bev stated that a personal visit to the district was not necessary.</p>			
<p>Please explain the data (12 month)</p>			

Principle 5: Individual Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD: 24:05:27:01.03 Content of individualized education program.

ARSD 24:05:28:02 Continuum of alternative placements

The IEP must address the justification for placement. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

In student file reviews IEPs did not provide an explanation of the extent, if any, to which the child would not participate with non-disabled children in the general classroom. For example, "The team accepted regular classroom for all classes. Student will be doing the accelerated math program in the 8th grade. This will be split up in the regular math room and the resource room. The team accepted a structured study hall of the resource room for student to provide him/her with additional assistance he/she needs to get assignments completed and handed in, and to monitor organization. The structured study hall will allow ____ the opportunity to get additional assistance in writing and reading, math, and other assignments."

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures all IEP contain the required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are eligible for special education services will have an IEPs that contains all required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? Technical Assistance will be provided to special education staff on what justification is and how to write the statement for students on an IEP.</p> <p>What data will be given to OSE to verify this objective? The district will submit to OSE the form of technical assistance which was provided, the date and the recipients.</p>	<p>May 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The goal of this principal has been addressed. The entire MV SPED staff attended a full day of training that focused on several areas of concerns that were identified in our review, to include reasons for and how to write justification statements. The training was conducted on March 23rd, 2007 in Platte by the Mid-Central SPED Coop personnel. Beth Sampson and Kim Beach were the Mount Vernon Reps attending the training.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			